

## Psychological and pedagogical conditions of primary schoolchildren civil identity development (results of complex research)

Chulpan Raesovna Gromova and Venera Gilmhanovna Zakirova

Kazan Federal University, M. Mežlauka Street, 1, Kazan, 420000, Russia

**Abstract.** The article presents the results of complex research of psychological and pedagogical conditions of primary schoolchildren civil identity development. On the basis of the theoretical research there has been revealed the insufficient level of structure, stages, and factors of children's civil identity development. The empirical research covers the period of 2012-2013 and is divided into some stages. During each of these stages there was conducted a forming experiment. At the first stage of the research there was verified the hypothesis of regional natural history work efficiency for the development of primary schoolchildren's civil consciousness basics. At the second stage, the study of the impact that homeland environmental problems design activity makes on the schoolchildren's civic position development was carried out. At the third stage there was proposed a hypothesis about the efficiency of game dramatization for primary schoolchildren civil identity development. Results of the research allow to speak about the efficiency of specified programs aimed to primary schoolchildren's civil identity basics.

[Gromova C.R., Zakirova V.G. **Psychological and pedagogical conditions of primary schoolchildren civil identity development (results of complex research).** *Life Sci J* 2014;11(10s):518-521] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 101

**Keywords:** social, civil identity, patriotic attitude to motherland, a primary schoolchild, program of civil identity basics development

### Introduction

The problem of civil identity, patriotic attitude to the motherland is one of the key issues of younger generation upbringing. The article considers the personality civil identity as a structural component of social identity. Civil identity is the result of subject's self-identification with relevant social groups at the cognitive and emotional levels. The destruction of civil identity in the consciousness of people causes deplorable changes in the society: collective demotivation that is characterized by passivity, alienation from social life, lack of long-term prospect [1].

Two components are singled out in the structure of personality civil identity according to Barrett M., 2000:

- cognitive (knowledge of the national group existence, involvement in this group, territorial knowledge, national symbols assimilation, everyday notions, national features and stereotypes, self concept as a member of the group, and the assessment of the given group by other groups);

- affective (subjective significance, the value of national identity, attachment to the nation, country, feelings in relation to national territory, members of the group, feeling of being part of it) [2].

According to Russian authors the structure of civil identity include two more components:

- value-semantic (positive, negative or ambivalent attitude to the group membership)

- activity (behavioural) – realization of the civic position in communication and activity; civil

activity, participation in the public activity of social significance [3].

Identity development is a difficult and long-term process that begins at childhood and teenage age and comes to an end at an advanced teenage age. Civil identity can be present in a latent unconscious form for a long time of our everyday life [4]. Civil identity achievement is generally considered characteristic for adolescence. Primary school is the period of prerequisites or basics of civil identity development. The personality civil identity basics development at the stage of primary education is defined by two main processes: the feeling of involvement and pride of motherland, nation and history development; initial forms of community welfare self responsibility awareness and consciousness of national and cultural identity on the basis of "Self" awareness as the citizen of [5].

Civil identity is one of social identity structural components. Psychological mechanisms of social identity development were described, first of all, by cognitive scientists. They singled out the following mechanisms: comparison, categorization, model imitation, individualization, integration [6, 7, 8].

Amiot C. E. de la Sablonnière R, Terry D. J. Smith J. R. (2007) studied the process of personality social identity development. They singled out four stages based on the personality self-categorization with various in-groups [9].

These and other authors study stages and mechanisms of social identity development of mature migrants, first of all. Childhood social identity development will significantly differ from this process at mature, conscious age; the following researches testify to this [10].

Despite foreign and Russian researchers' significant contribution to the issues of structure and stages of civil identity development, it is possible to state that these questions have been poorly developed and need further elaboration.

The problem of the research is the insufficient study of structure, stages, factors of civil identity development.

The research objective is to identify factors, most effective ways and means aimed at primary schoolchildren civil identity development.

### Methods of research

1. A series of forming experiments which were carried out in 2007-2012.

2. Kuhn-McPartland's technique "Who am I?". The test allows to reveal structural components of identity, including the most significant. To study primary schoolchildren there were made some modifications of this test. Examinees needed to give answers to the question relating to them within 10 minutes: "Who am I?". The individual oral survey was conducted among first grade pupils.

3. The projective technique "Incomplete sentences". According to the technique instruction, children should complete sentences. The number of words is not specified. The following setting is given to children: "continue in the way you like most ...". Examples of incomplete sentences: "The dearest for me is...", "I would ask a goldfish for...", "More than anything I love ...", "I would like to become better in ...", etc. This technique is aimed to study the value sphere, moral consciousness of primary schoolchildren.

4. The test to reveal the knowledge of schoolchildren about their native land, about Russia was made up by the pedagogue to assess schoolchildren's knowledge about their native land, about Russia. Answers to the test questions were transferred to the five-point system of estimation.

5. Methods of mathematical statistics with the application of Student t-test,  $\phi$ -criterion\* - Fischer's angular transformation, ranging, a percentage ratio of data.

The experimental base of the research made gymnasium #. 27 of the city of Kazan and secondary comprehensive schools of the Republic of Tatarstan: Chertushkinsky school of Novosheshminsky district, Yavlashtausky school of Sabinsky district.

### Stages of the research

The empirical research has been conducted for the period of 2007-2013 and it has a complex character. The structure of civil identity, value and moral guides, the level of primary schoolchildren's knowledge about their motherland was investigated at the stating stage. Within the frame of this research there were arranged and carried out three experiments that had a forming character.

1. The objective of the first research was to identify the most effective ways and means of native history work aimed to develop the basics of primary schoolchildren civil self-consciousness (2007, Chertushkinsky school of Novosheshminsky district);

2. The goal of the second research was to study the impact of native land environmental problems design activity on the development of primary schoolchildren's civic position (Yavlashtausky school of Sabinsky district, 2011);

3. The aim of the third research was to study the efficiency of game dramatization for primary schoolchildren's civil identity concepts development (gymnasium No. 27 of the city of Kazan, 2012).

Results of the research. Diagnostics of primary schoolchildren civil identity was arranged and carried out in the course of the empirical research. The following data were obtained in accordance with Kuhn-McPartland's test results of primary schoolchildren. 69% of pupils consider their physical identity as the most important one. The majority of examinees (33%) believe that social membership takes the second place. And only 2 pupils (8,7%) identified themselves as citizens of Russia. None of the first grade pupils defined their civil or ethnic identity.

The results of the knowledge test conducted in Sabinsky and Novosheshminsky districts showed that pupils of primary forms had not enough knowledge about their native land. 16% of schoolchildren had the low level of awareness about their native land, 54% had insufficient level of knowledge about their native land, and only 26% had a sufficient level and 4% had a high level of knowledge.

The results obtained in all schools according to the technique "Incomplete sentences" reflect the needs and values characteristic for their age: "toys", "sweets", "entertainments", "to be an excellent pupil", etc. Nevertheless, the answers of children, usually pupils of the third or fourth grades, show the awareness of significance and value of their motherland (15% of pupils). The applied projective way of primary schoolchildren value guides determination revealed a certain divergence in their concepts about main human values "in general" and specific subjective-significant needs. For some

pupils it looked like this. The thing next the person's heart is, according to a child's opinion, "mother", "Motherland", "love". As for the children themselves, they ask for a bicycle, computer, money, grandfather. However, there is a question what specific value such concepts as "Motherland", "love" have for them.

Thus, primary schoolchildren have not got developed ideas of their own civil identity, the knowledge of their native land is at a low level, there are mismatches between the idea of their motherland's value and their attitude to the native land. The obtained results testify to the necessity of careful attention to civil and patriotic, moral upbringing of primary schoolchildren

At the forming stage of the research there were realized the author's programs, designs aimed at the development of primary schoolchildren civil identity basics.

1. The program "Young local history students of Novosheshminsky district" is aimed to study the history of the native land. Local history research activity has a tremendous cognitive and educational meaning, promotes the personality development, upbringing of pupils in the spirit of patriotism, civic consciousness, understanding of historical dependence and necessity for transformations. It helps to comprehend the present day situation in the context of historical experience. The concepts related to the "big motherland" are not yet available to many children. The study of native land is more evident, it has close relation to cognitive and age opportunities of primary schoolchildren; it promotes not only ecological upbringing, but the development of historical, social and economic knowledge of a "small motherland", wakes up patriotic feelings towards their native land.

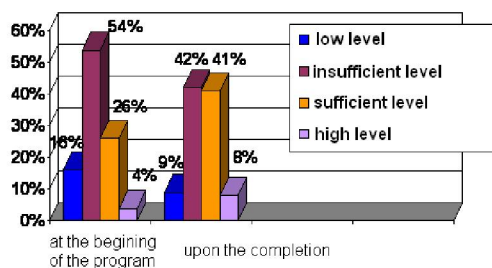
2. Pupils' group and individual projects on environmental problems of their native land (for example, "Fir-tree", "How to clean our small river?", "The useful garbage", etc.) promote not only the development of ecological, behavioural culture of primary schoolchildren, but also encourage their responsible careful attitude to their small motherland.

3. The program of extracurricular activities based on the game dramatization to develop the basics of civil identity. The game acting as a special age and specific form of the child's self-determination is an important mechanism of socialization. Game provides the entry into the social world - the world of social and interpersonal human relationships and their comprehension. Game dramatization is of great importance for the child's self-concept and identity development. "A child, playing various roles, does not simply play other personality roles, entering the role the child expands, enriches, deepens his own personality" (Rubenstein

S. L.). The cycle of extracurricular actions included the following thematic blocks: "It's me, my family and school", "My small motherland, my city", "Home country", "The culture of my country". Lessons were organized in the form of role-playing games. Sometimes they had an improvised character. Some lessons demanded pupils' preparation.

The analysis of the results at the control stage allowed to reveal the research effectiveness of these programs and designs for the development of primary schoolchildren civil identity. Further, the average statistical data on all programs have been given. Statistically-valid differences on F-test were obtained according to the test of knowledge of a small motherland, the technique "Incomplete sentences". The value of motherland, a native land is designated at the stating stage of the research in the answers of 15% of pupils, at the control stage of 32% of pupils. The difference of value significance by  $\phi$ -criterion\* - Fischer's angular transformation made 1.71,  $p < 0.05$ .

Before the beginning of the program realization, the insufficient level of primary schoolchildren's knowledge of the small motherland is stated. 16% of schoolchildren had a low level of awareness about their land, 54% had insufficient level of knowledge about their land, and only 26% had sufficient level and 4% had a high level of knowledge. The positive dynamics is observed upon the completion of the programs, children's knowledge has considerably extended. The positive dynamics is observed at all levels that can be seen on the diagram. But not all indicators have reached the statistically-valid level. The following statistically-valid difference was recorded: the percentage ratio of pupils with the sufficient level of knowledge about native land has increased. The value of F-test made 1.78, at  $p < 0.05$ .



**Figure 1. Pupils' level of knowledge about nature, history and culture of their small motherland**

Statistically-valid differences have not been revealed according to the test "Who am I?" in the studied sample at the stating and control stages. It can be explained in the following way. Structural components of a person's social identity cannot

change so quickly. Long-lasting observations, long-term researches of the child's identity are necessary in order to follow up their dynamics.

### Conclusions

Personality civil identity is a structural component of social identity which is the result of the subject's self-identification process with relevant social groups at cognitive and emotional, value-sense, activity levels.

The stating experiment allowed to reveal that primary schoolchildren concepts of their own civil identity were not developed; the knowledge about their native land was at a low level, there are mismatches between the idea of motherland value and the attitude to motherland.

The testing of the author's programs, based on game dramatization, group and individual design activity aimed to study history of a native land showed these programs efficiency.

### Corresponding Author:

Dr. Gromova Chulpan Raesovna

Kazan Federal University

M. Mežlauka Street, 1, Kazan, 420000, Russia

### References

1. Taylor, D., 2002. The Quest for Identity. From minority groups to Generation Xers. Praeger.
2. Barrett, M. 2000. The Development of National Identity in Childhood and Adolescence. Inaugural lecture. Guildford: University of Surrey,
3. Zakovorotnaya, M. V. 1999. Identity of a person. Social and philosophical aspects. Rostov-on-Don: Publishing house of the North Caucasian scientific center of a higher school.
4. Ipatova, L.P. 2006. Orthodox identity as a personal portrait. In: Civil, ethnic and religious identity in modern Russia. Moscow: The institute of sociology of the Russian Academy of Sciences.
5. Asmolov, A.G., Burmenskaya, G.V., et al. 2011. How to project universal educational actions at primary school. From action to thought: teachers' guide. Moscow: Prosveshchenie (Education).
6. Tajfel, H., Turner, J.C. 1986. The social identity theory of intergroup behavior in Psychology of intergroup relations Chicago: Nelson-Hall.
7. Hogg, M., 2000. From I to We: Social Identity and the Collective Self in Group Dynamics. Theory, Research, and Practice 1(4).
8. Bennet, M., Sani, F., 2004. The Development of the Social Self. New-York: Psychology Press.
9. Amiot, C.E., de la Sablonnière, R., Terry, D.J., Smith, J.R. 2007. Integration of Social Identities in the Self: Toward a Cognitive-Developmental Model in Personality and Social Psychology Review, 11.
10. Hairnova, I.V. 2012. Formation of primary schoolchildren civil identity basics in the process of the Russian language teaching. Bulletin of Kazan state university of culture and arts, 4.

6/3/2014